
The Association Between Full-Day School and High School Students' Concentration and Understanding of Mathematics

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Article Info

Article history:

Received: January 29th, 2026

Revised: January 31st, 2026

Accepted: January 31st, 2026

Available online: January 31st, 2026

<https://doi.org/10.33541/edumatsains.v8i1.4576>

Abstract

Full-day school not only serves as a system for fostering excellent concentration and understanding in children's learning, but also hones their ability to think relevantly and adds enthusiasm to their pursuit of knowledge. This study aims to determine the significant impact of full-day school on students' concentration and understanding of mathematics. The research method used was qualitative, utilizing data analysis such as validation tests, linearity tests, homogeneity tests, and T-tests. The results showed that full-day school had a significant impact, particularly on students' concentration. Initially, students were stable in their learning, but over time, their concentration weakened due to fatigue from prolonged study. This can also impact students' understanding of mathematics. In this study, the effect of full-day school on concentration and understanding of mathematics was $0.464 > 0.05$ and the calculated t value was $4.303 > t$ table. It can be concluded that H_a is accepted which means there is an effect of full-day school (x) on concentration and understanding of mathematics (y). So from the explanation, it can be seen that the calculated t is greater than the t table, meaning H_0 is rejected. There is a significant influence between full day school on concentration and understanding of mathematics in SMA Swasta HAS SEPAKAT.

Keywords: Full-Day School, Concentration, Mathematical Understanding.

1. Introduction

Education plays a crucial role in fulfilling the nation's mandate of *educating the nation*. It also serves to enhance students' concentration, understanding, and reasoning abilities. Schools serve as the primary institutions for realizing this mission, particularly within the Indonesian context. To achieve higher levels of educational excellence, additional learning efforts are required. One approach to strengthening both intellectual development and concentration is through the

implementation of a full-day school program, which provides extended learning opportunities and supports the holistic development of students.

Full-day school is an instructional system in which learning activities are conducted throughout the entire day under the organization of the school. The term “*full-day school*” originates from the English phrase “*day school*,” which literally means “school day.” In practice, full-day school represents an intensive learning model that extends instructional time beyond the conventional schedule, providing students with additional opportunities to study at school and fostering closer interaction between students and teachers, particularly in subjects such as mathematics (Zakariya, 2022). Full-day school is regarded as an educational policy that requires schools to operate for extended hours, typically from morning until late afternoon or even evening (Janah et al, 2024).

Conceptually, full-day school functions to deepen and strengthen education by providing more time for students to explore the subjects at school under intensive teacher supervision, one example in mathematics learning. Full-day school helps students get closer to mathematics subjects, because mathematics is an exact science that is often considered difficult to understand. Learning mathematical concepts requires both cognitive concentration and conceptual understanding on the part of the learner to ensure meaningful knowledge construction. If students exhibit persistently low levels of concentration and understanding as a result of prolonged inadequate teacher supervision, the mathematics learning process can be considered incomplete. (Fanitika, 2025).

The implementation of a full-day school system can facilitate the development of students’ concentration and learning understanding, particularly in mathematics. However, extended instructional hours do not automatically produce these outcomes; prolonged school days may induce student boredom, which in turn disrupts attention and conceptual understanding. Learning boredom is characterized by disturbed concentration and understanding, manifested as feelings of fatigue, reluctance to participate until the scheduled end of lessons, physical listlessness, and a lack of enthusiasm or motivation for learning activities (Rahma et al, 2022).

This issue is particularly relevant in mathematics learning, where students’ concentration is disrupted by boredom resulting from prolonged demands to focus on calculations, identify each formula presented by the teacher, and solve problems that increasingly feel more difficult due to fatigue from full-day schooling. Excessive instructional time can also create problems for many students; extended periods of mathematics instruction may induce stress and undermine students’ initial concentration and conceptual understanding. (Pohan et al, 2023).

The issue indicates that the full-day school system does not uniformly produce positive effects on students’ concentration and learning understanding in mathematics learning. There is a need for studies that specifically examine students’ concentration and understanding of mathematics learning. Therefore, this study focuses on the effect of full-day schooling on students’ concentration and understanding of mathematics.

To determine the indicators on this variable, the researcher uses the term concentration and understanding of student learning according to Arifin, which can be seen in Table 1 below.

Table 1.
Indicators of Concentration

Indicator	Activity
Sustained Attention	The ability of students to maintain focus on the teacher's explanation over a specified period of time.
Selectivity	The ability of students to distinguish essential information and disregard distractions (e.g., disruptive peers or an uncondusive classroom).
Accuracy and Thoroughness	The ability to complete tasks carefully, without rushing, and with minimal errors even under conditions of fatigue.
Cognitive Responsiveness	The speed at which students provide spontaneous responses when asked questions by the teacher during classroom instruction.

Meanwhile, understanding of learning mathematics shows the extent to which students master the material being taught. The researcher uses a theory according to Sudjana. Table 2 shows the indicators of learning understanding include:

Table 2.
Indicators of Understanding of Mathematics Learning

Indicator	Activities
Explanatory Ability	Students are able to re-express material using their own language without seeing the material they previously wrote in a concise manner
Classification Ability	Students are able to group examples or similar concepts in the subject in each material studied
Interpreting Ability	Students are able to read tables, graphs, or text and pick up the essence or simply the most important part of a concept in the learning material
Application of Teaching Material Concepts	Students are able to apply formulas or theories to solve practice problems.

This issue relates to previous research relevant to the present study. According to Rahayu in the study titled “*The Effect of the Full-Day School Program on Students’ Learning Concentration*”, Full-day schooling affects students’ consistency, where consistency refers to learning concentration. Full-day schooling influences learning concentration because the extended hours

encroach on students' rest time, producing feelings of monotony, boredom, and fatigue that negatively impact concentration. (Rahayu et al., 2024).

According to Rahmi in the study titled “*The Impact of Full-Day School on Students' Learning Concentration at SMA Negeri 4 Pariaman*”, the full-day school program also leads students to experience boredom and fatigue, this weariness during learning results in reduced concentration during instructional activities. (Rahmi, 2023). According to Istiqomaah in the study titled “*Analysis of the Mathematics Teaching Process in Full-Day Classes at MAN 1 Cirebon Regency*”, the investigation addressed students' learning concentration and understanding mathematics learning, focusing on the effects on concentration and understanding but finding no significant influence. (Istiqomaah, 2022).

Table 3.

Relevant Studies

Researcher (Year)	Title (English; Indonesian title)	Focus Variables	Main Findings
Rahayu et al. (2024)	The Effect of the Full-Day School Program on Students' Learning Concentration <i>Pengaruh Program Full Day School Terhadap Konsentrasi Belajar Peserta Didik</i>	Learning concentration	Full-day schooling affects learning consistency/concentration; long hours reduce rest and cause monotony, boredom, and fatigue.
Pariaman & Rahmi (2023)	Impact of Full-Day School on Students' Learning Concentration at SMA Negeri 4 Pariaman <i>Dampak Full Day School Terhadap Konsentrasi Belajar Siswa Di SMA Negeri 4 Pariaman</i>	Learning concentration	Full-day program leads to boredom and fatigue, resulting in reduced concentration during lessons.
Istiqomaah (2022)	Analysis of the Mathematics Teaching Process in Full-Day Classes at	Concentration and understanding	Focused on effects on concentration and understanding; found no sign

MAN 1 Cirebon Regency <i>Analisis Proses Pembelajaran Matematika Pada Kelas Full Day di MAN 1 Kabupaten Cirebon</i>	mathematics learning
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Based on the summary of previous studies in Table 3, it can be seen that research on full-day schooling in schools remains dominated by investigations of students' concentration during the implementation of the full-day system, with only a few studies addressing understanding in mathematics learning.

2. Research Methods

2.1. Methodology and Data Analysis Procedures

The method used in this study was the survey method. The survey method involves collecting data from respondents (students) through questionnaires. The survey was conducted on secondary data in the form of primary research findings regarding the effect of full-day school on students' concentration and understanding in mathematics learning. This study employed a quantitative approach with a descriptive research design. The quantitative approach was chosen because the study aimed to determine the magnitude of the significant effect of full-day school on students' concentration and understanding in mathematics learning by collecting learning outcome data from students who were observed and interviewed. This research was conducted at a Private High School in Labuhan Batu, with a total of 27 student respondents.

The research stages comprised data collection, data analysis, and drawing conclusions. Data collection employed observation and documentation. Observations focused on classroom conditions during mathematics lessons, specifically during the first (morning) session and the final (afternoon) session, to assess each student's concentration and understanding in mathematics learning. Documentation consisted of recording and summarizing the conclusions drawn from the researcher's observations.

For data analysis, instrument tests were conducted, including validity and reliability assessments. Validity testing serves to determine the accuracy of a measuring instrument. A questionnaire is considered valid if each item can function as an indicator to reveal and measure the construct intended by the instrument (Sugiyono, 2014). Reliability testing is used to determine whether the questionnaire employed in data collection is reliable; a variable is considered reliable or consistent in measurement when the Cronbach's Alpha value is greater than 0.60 (Dewi & Sudaryanto, 2020).

The statistical analyses applied in this study included normality tests, homogeneity tests, and linearity tests. Hypothesis testing was performed using the t-test. The t-test was used to evaluate the null hypothesis (H_0): there is no significant effect of implementing full-day school on students' concentration and understanding in mathematics, against the alternative hypothesis (H_1): there is a significant effect of implementing full-day school on students' concentration and understanding in mathematics learning.

2.2. Research Instruments, Population, and Sample

The research instruments used in this study were observation sheets, questionnaires, and mathematics problems on algebraic function limit material. These instruments were designed to determine the extent of students' understanding in solving the problems and to assess their level of seriousness or concentration while working on them.

The population in this study consisted of all students related to research on the influence of full-day school on concentration and understanding in mathematics learning. Based on school data, the total population was 186 students, from which the researcher selected a sample of 27 students.

3. Results and Discussion

3.1 Results

a. Validity of the questionnaire instrument

The questionnaire instrument used in this research is the Likert scale, which is a scale that is usually used as a measure of behavior, responses, views, and perceptions of an event. The questionnaire to be used consists of 10 statements. 3 statements regarding the focus resilience indicator, 2 statements regarding the selectivity indicator, 3 statements regarding the accuracy indicator, 2 statements regarding the cognitive response indicator, 10 statements regarding the indicator on the X variable, namely full day school, which was tested on 27 students at the HAS GAP Private High School.

The validity of the indicators on the questionnaire used the validity of factor analysis with the KMO and Bartlett's Test with a significance of 0.5 or 5%, in this study, the researcher used 27 student respondents using SPSS 25. After processing the data using SPSS, the following is a recapitulation of the results of the validity test of the statement items in the full-day school questionnaire shown in Table 4.

Table 4.
Full-Day School Quiz Validity Test Recapitulation

Yes	Indicator	Question Item	Anti Image Correlation (KMO and Bartlett's Test)	Significant Question Item	Valid / Invalid
1.	Focus durability	Question 1	0,349	0,5	Invalid
		Question 2	0,414	0,5	Invalid
		Question 3	0,586	0,5	Valid
2.	Selectivity	Question 4	0,519	0,5	Valid
		Question 5	0,627	0,5	Valid
3.	Precision	Question 6	0,564	0,5	Valid
		Question 7	0,693	0,5	Valid
		Question 8	0,666	0,5	Valid
4.	Cognitive response	Question 9	0,632	0,5	Valid
		Question 10	0,675	0,5	Valid
SME and Bartlett's Test					
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.620		
Bartlett's Test of Sphericity			Approx. Chi-Square	55.023	
			Df	25	
			Sig.	.145	

Therefore, from the validity test, the statement on the questionnaire consisting of 10 statements contains 8 valid statements and 2 invalid statements. The questionnaire statement on each *X full-day school variable indicator* is said to be valid because the results of the validation test are $0.620 > 0.5$, or the validation value is greater than the significance level. Then, after processing the validity data. There was a reliability test on the *X* variable full-day school with the Cronbach's Alpha threshold criterion of 0.5. Table 5 is a recapitulation of the results of the full-day school questionnaire reliability test:

Table 5.
Full-Day School Reliability Test Results

Cronbach's Alpha	N of Items
.659	10

The results of the reliability test of variable *x* show that the results obtained from the value of Cronbach's Alpha coefficient of 0.659 are greater than the threshold value of 0.5. Thus, it can be

interpreted that the statement for this variable is realistic. Meanwhile, in variable instruments y, namely concentration and understanding mathematics learning, it consists of 10 statements. 3 statements about the indicator of the ability to explain, 2 statements about the indicator of the ability to classify, 3 statements about the indicator of the ability to interpret, 2 statements about the indicators of the application of the concept of teaching materials, 10 statements about the indicators on the variable y, namely concentration and understanding of mathematics which were tested on 27 students at the private high school.

The validity of the indicators on the questionnaire used the validity of factor analysis with the KMO and Bartlett's Test with a significance of 0.5 or 5%, in this study, the researcher used 27 student respondents using SPSS 25. After processing the data using SPSS, Table 6 shows the recapitulation of the results of the validity test of the statement items in the concentration and understanding mathematics learning questionnaire:

Table 6.

Validity Test Recapitulation Questionnaire Concentration and Understanding mathematics learning

No.	Indicator	Question Item	Anti Image Correlation (KMO and Bartlett's Test)	Significant Question Item	Valid / Invalid
1.	Explanatory ability	Question 1	0,373	0,5	Invalid
		Question 2	0,511	0,5	Valid
		Question 3	0,587	0,5	Valid
2.	Classification ability	Question 4	0,566	0,5	Valid
		Question 5	0,645	0,5	Valid
3.	Interpreting skills	Question 6	0,558	0,5	Valid
		Question 7	0,685	0,5	Valid
		Question 8	0,702	0,5	Valid
4.	Teaching material concept	Question 9	0,690	0,5	Valid
		Question 10	0,680	0,5	Valid
SME and Bartlett's Test					
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.649		
Bartlett's Test of Sphericity	Approx. Chi-Square	Df	61.215		
	Sig.		25		
			.054		

Therefore, from the validity test, the statement on the questionnaire consisting of 10 statements contains 9 valid statements and 1 invalid statement. The questionnaire statement on each indicator

of variable Y, students' concentration and understanding of mathematics learning, is said to be valid because the results of the validation test are $0.649 > 0.5$ or the validation value is greater than the significant value. Then, after processing the validity data. There was a reliability test on the variable y concentration and understanding mathematics learning, with the Cronbach's Alpha threshold criterion of 0.5 (Budiastuti, 2018). The following is a recapitulation of the results of the reliability test of the concentration and understanding mathematics learning questionnaire, as shown in Table 7.

Table 7.

Results of the Reliability Test of Concentration and Understanding mathematics learning

Cronbach's Alpha	N of Items
.721	10

The results of the variable reliability test y can be seen that the result obtained from the value of Cronbach's Alpha coefficient of 0.721 is greater than the threshold value of 0.5. Thus, it can be interpreted that the statement for this variable is realistic.

b. Results of students' assessment

The results of the study show that the influence of full-day school on students' concentration and understanding in mathematics learning has a very significant influence on increasing the concentration and understanding in mathematics learning among high school students. This can be seen from the results of the researcher giving questions to students as an instrument to find out the following levels of concentration and understanding of mathematics learning, as shown in Table 8.

Table 8.

The results of the students in the algebraic function limit questions

No.	Classes	Level of Concentration and Understanding							
		Questions acquisition value							
		0	25	30	50	75	80	95	100
1.	X - IPA 1					2	1	4	3
2.	X - IPA 2			1			2	2	
3.	XI- IPS 1							2	
4.	XII – IPA 1			1				1	3
5.	XII – IPS 1						3	1	1
	Quantity			2		2	6	10	7

It can be seen that of the 27 students who had a presentation of higher concentration and understanding of mathematics, as many as 25 students with different percentages, namely a score of 80 as many as 6 students, a score of 95 as many as 10 students and a score of 100 as many as 7 students, 2 students who had a sufficient level of concentration and understanding of learning with

a score of 75 and 2 students who had a very low level of concentration and understanding of mathematics. From this score, it can be concluded that only a few students get low grades, so full-day school is very influential because the learning process takes a long time, which succeeds in creating good learning concentration and increased understanding of mathematics learning in students.

To strengthen the results of the data analysis, the normality test can be seen in Table 9:

Table 9.

Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		27
Normal Parameters, b	Red	.0000000
	Std. Deviation	3.02187188
Most Extreme Differences	Absolute	.096
	Positive	.091
	Negative	-.096
Test Statistic		.096
Asymp. Sig. (2-tailed)		.200c,d

Based on the data above, it is known that the significance value of 0.200 is greater than the significance level of 0.05, which means that H_1 is accepted, so that it can be concluded that the data tested is normally distributed. In the homogeneity test, this test is used to find out whether several groups of research data have the same variation or not. Table 10 shows the homogeneity:

Table 10.

Homogeneity test

Test of Homogeneity of Variances					
		Living Statistic	df	df2	Sig.
Full-Day School	Based on Mean	.515	7	17	.811
	Based on Median	.204	7	17	.980
	Based on Median and with adjusted df	.204	7	10.47 2	.977

Based on trimmed mean .488 7 17 .830

Based on the data above, the significance value of 0.811 is greater than the significance level of 0.05, which indicates that the populations have the same variation; in other words, the data are homogeneous. After establishing that the data on full-day school, concentration, and understanding of mathematics learning are homogeneous, a linearity test was conducted. The linearity test was used to determine the relationship between the full-day school variable and the variables of students' concentration and understanding of mathematics learning, as presented in Table 11.

Table 11.
Linearity test

		Sum of Squares	df	Mean Square	F	Sig.
Mathematics concentration and understanding * Full-Day School	Between Groups	80.800	9	8.978	.943	.515
	Deviation from Linearity	5.242	1	5.242	.551	.468
	Within Groups	75.558	8	9.445	.992	.476
	Total	161.867	17	9.522		
	Total	242.667	26			

Based on the data above, it is known that the significance value of the linearity of 0.468 is greater than 0.05. It can be concluded that there is a free linear relationship with the bound variable. After knowing the normality, homogeneity, and linearity tests, to see the hypothesis, the researcher tested the hypothesis using the T-test. Table 12 shows the T-test result.

Table 12.
T-test result

Coefficient Models	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			

1 (Constant)	39.429	9.163		4.303	.000
Fullay School	.147	.198	.147	.743	.464

a. Dependent Variable: concentration and understanding of mathematics

Based on the data above, the significance value for the influence of full-day school with concentration and understanding of mathematics is $0.464 > 0.05$ and the calculated t-value is $4,303 > t$ table. To find t the table that $df = n - 2$, $df = 27 - 2 = 25$. So the t-value of the table at $df 25 = 2.060$ is seen from the significance of 0.025 . So it can be concluded that H_a is accepted, which means that there is an influence of full-day school (x) on concentration and understanding of mathematics (y).

So from the results, it can be seen that t-calculations are greater than t-tables, meaning that H_0 is rejected. There is a significant influence of full-day school on concentration and understanding of mathematics in high school. Students

3.1 Discussion

Concentration and understanding of Mathematics Learning

According to Gagne, concentration and understanding mathematics learning are defined as the ability of an individual to concentrate on a particular object in a certain period without being easily distracted by other stimuli (Gagne, 1985). Concentration and understanding of mathematics learning are important aspects of *cognitive engagement* that play a role in information processing and understanding formation (Santrock, 2021). Sweller in *the Cognitive Load theory*, the concentration and understanding of mathematics learning is the ability of the human brain to process information, which has a certain limit, i.e., the learning load exceeds capacity, then a person's focus, concentration, and understanding in learning will decrease (Sweller, 1988).

Arifin added that concentration and understanding of mathematics learning is not just a material understanding activity, but a process of constructing meaning. This means that students are able to relate the new information they receive to the knowledge framework they already have. A student's level of concentration and understanding is influenced by various factors, such as thinking ability, learning methods, study time, and the student's psychological state. This includes focus, resilience, selectivity, accuracy, and cognitive response (Arifin, 2019). Meanwhile, according to Sudjana, concentration and understanding of learning can be measured by the ability to re-explain concepts in one's own words, the ability to interpret, the ability to classify, and the concept of teaching materials (Sudjana, 2019).

The factors that affect student concentration include the duration of learning time, physical condition, intrinsic motivation, learning environment, and variations in teaching methods (Winkel,

2004). Too long a learning duration has been shown to reduce students' ability to focus after several hours of intensive cognitive activity (Wulandari & Susanto, 2022). In this study, only some students experienced these things or conditions, because after the researcher conducted research in the field, students seemed active and enthusiastic in learning, even though they had to go home for a very long time.

In addition, one example in mathematics lessons that can hone students' concentration and learning understanding is the algebraic function limit material, as shown in the figure below:

Figure 1.
Limits of algebraic functions

<u>Limit Fungsi Aljabar</u>	
<i>Substitusi</i>	<i>Pemfaktoran</i>
1) $\lim_{x \rightarrow 5} (2x - 1)$ 2) $\lim_{x \rightarrow 2} (x^2 - 3x + 1)$ 3) $\lim_{x \rightarrow 1} \frac{3x - 1}{x + 2}$	1) $\lim_{x \rightarrow 3} \frac{x - 3}{2x - 6}$ 2) $\lim_{x \rightarrow -2} \frac{x^2 - 2x - 8}{x^2 + x - 2}$

From the Figure 1, students will further hone their level of concentration and learning understanding during the mathematics learning process with the level of questions according to the level of difficulty.

Therefore, it can be explained that *Full -ay School* affects two main aspects of the learning process: the duration and quality of learning activities. Long learning durations can increase the intensity of academic interactions, but also have the potential to reduce students' focus and absorption, such as students' concentration and understanding of mathematics learning (Putri & Rahmawati, 2020).

4. Conclusion

This study concluded that the influence of Full-day school on students' concentration and understanding of mathematics was very influential, with the reliability value in variable x (full-day school) being greater. With a significance value of 0.5 or 0.659 > 0.5 and in variable y (students' concentration and understanding of mathematics), 0.721 > 0.5. In this study, the data results were similar or homogeneous, 0.811 > 0.5. As well as in the normality test, the data is said to be normal

because it is greater than the level of significance. And in this study, the influence of full-day school on concentration and understanding of mathematics was $0.464 > 0.05$, and the t-value of $4,303 > t$ table. So it can be concluded that H_a is accepted, which means that there is an influence of full-day school (x) on concentration and understanding of mathematics (y). Therefore, from the presentation, it can be seen that t is calculated larger than t table, meaning that H_0 is rejected and H_a is accepted, which means that there is a significant influence between full day school on concentration and understanding of mathematics in high school students.

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